

Evang.-Luth. Schulblatt.

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August 1920.

Nr. 8.

Report of the Proceedings

of the Meeting of the Faculty of Seward, Nebr., and a Delegation
Representing the Faculty of River Forest, Ill.

The meeting was called to order by President Jesse of the Seward faculty at 8.00 A. M., July 20, 1920, in the office of the Administration Building at Seward, Nebr. The following members of the Seward faculty were present: President Jesse and Professors Weller, Haase, Fehner, and Link. The River Forest faculty was represented by Professors Koehler, Rusch, and Miller.

An organization was effected by electing President Jesse of the Seward faculty chairman, and Alb. H. Miller of the River Forest faculty, secretary.

President Jesse called attention to the fact that the meeting had been called for the purpose of discussing conditions affecting the welfare of both institutions and of holding a general conference to deliberate upon the subject of cooperation. He requested the members present to suggest topics for discussion, so that an order of the day might be established. The following program of topics was tentatively agreed upon:—

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| 1. Courses of Study. | 9. Summer Courses. |
| 2. Accreditation. | 10. Maximum of Periods (for instructors). |
| 3. The Preparatory Department. | 11. Maximum of Periods (for students). |
| 4. Length of the School-year. | 12. Attendance upon Conferences and Synods. |
| 5. The Training-school. | 13. Records of Attendance. |
| 6. Observational Teaching. | 14. Duties of the New Professor. |
| 7. Promotions and Conditions. | |
| 8. Making up of Lessons. | |

During the various sessions, of which there were three on Saturday, July 10 (8.00 to 11.45 A. M.; 1.30 to 5.15 P. M.; 7.00 to 9.45 P. M.), and two on Sunday, July 11 (1.30 to 5.00 P. M. and

7.00 to 9.15 P. M.), these matters were discussed at length, and, incidentally, a number of other subjects were touched upon.

As Prof. Koehler was unavoidably detained, and could not be present at the first meetings, it was decided to postpone the discussion of the Courses of Study until all members of the committee had arrived.

ACCREDITATION.

In giving recognition to the Seward institution as a normal school, the State of Nebraska prescribed four years of high school work and additional two years of professional or normal school work. Upon completion of the six years' work the students receive a State teacher's certificate. The State of Illinois requires the same amount of work from the River Forest institution as a prerequisite to recognition, and upon completion of the prescribed work the graduates are entitled to a State teacher's certificate.

However, during the discussion it was discovered that the requirements to be met differed somewhat in the two States. In the State of Nebraska considerable work in science is demanded with accompanying laboratory periods.

While in Illinois not so much work in science is called for, other peculiar and specific requirements must be met. — It was the unanimous sentiment of the meeting that the welfare of our schools in some States absolutely demanded — while in others it seemed desirable — that we continue to improve the standards of our institution both in equipment and instruction, and to make all possible effort to retain the accreditation which has been given us. The credit system in its application to the students was further discussed under the topic of "Promotions and Conditions."

THE PREPARATORY DEPARTMENT.

As the Delegate Synod at its meeting in Detroit, June, 1920, by resolution had provided that the entrance requirements for admission to the Freshman class of the high school department be at least the equivalent of the completion of the eighth grade, and as many of the boys applying for admission to our institutions have not had adequate preparation to meet the requirements and the conditions imposed, it has become necessary to organize a preparatory class for such students as apply for admission, but who cannot enter the Freshman high school class.

The status of this preparatory class was the subject of a lengthy discussion. Some of the members present believed that the class might be very small, and that it might not be profitable to give it

the standing of a regular class. Another suggestion advanced was that it might be best to regard the class as a "feeder" for the Freshman class, and by intensive work in the principal branches to advance the members of the preparatory class, so that they might possibly enter the Freshman class at the beginning of the second semester. It was finally decided to give the class definite standing, and to give it regular instruction in all the principal branches during the entire year. Promotions to the Freshman class during the year were to be the exception rather than the rule. It was further decided that the class was to have regular instruction in English, German, Arithmetic, History, and Geography. Singing was to be taken together with the Freshman and the Sophomore classes, and Penmanship and Drawing with the Freshman class, if possible. Religious instruction was also to be given, but its position in the curriculum of the preparatory class was not fixed definitely, as it was impossible to foresee how large the class might become. If the number of admissions to this class be small, it might be possible to have the preparatory class take religion with the Freshmen.

LENGTH OF THE SCHOOL-YEAR.

As Synod requires the various colleges and normal schools to be in session 180 full school-days, — this being the minimum, — and as Synod prescribes that the opening of the school-year be fixed on the first Wednesday in September, it remained for the meeting to decide upon the date for the closing commencement exercises. The Nebraska faculty — with one member dissenting — was in favor of eliminating all unnecessary holidays during the school-year and closing as early as possible. The reasons advanced were the following: — The same number of school-days, with as few holidays interspersed as possible, and an earlier close would be productive of better work on the part of both teachers and students than a school-year with more holidays and a later close; that too many holidays are detrimental to good order and discipline; that every day on which the students are kept at the institution without lessons means much unnecessary expense to the students and to the institution; that an unnecessarily late close will bar the professors at Seward from taking advantage of summer courses at the universities, since the universities of the West begin their summer terms during the last days of May or the first days of June; that the parents of the students are glad to have them home early for work on the farms. The delegation from River Forest believed that the close of the school-year ought to occur during the second

week in June, or, at least, not before the first week in June. As it was found difficult to agree in the matter, a sub-committee, consisting of Prof. Fehner and the Secretary, was appointed to work out the details of the calendar during the noon recess. The sub-committee reported during the afternoon session, and the calendar as reported was adopted with slight changes and corrections.

THE CALENDAR.

Wednesday, September 1. Opening exercises. (River Forest, September 6, Labor Day.)

November 25 and 26. Thanksgiving holidays.

December 21, Tuesday, P. M., Christmas vacation begins.

January 5. Reopening. (Vacation, 14 days.)

January 21. End of first semester.

February 22 (Wednesday). Washington's Birthday.

March 24. Holy Thursday. Seward, lessons; River Forest, undecided.

March 25. Good Friday.

March 28. Easter Monday.

May 5. Ascension Day.

May 18. Pentecost Monday. Seward, holiday; River Forest, undecided.

May 30. Decoration Day.

June 3—7. Closing exercises. Range left for contingencies.

If this calendar were observed, it would bring the close of the school-year some time during the first week of June with sessions held from 181 to 183 full school-days. This would still allow Seward to grant a holiday for its County Fair and River Forest for Pentecost Monday. It was decided to submit this calendar to the faculty at River Forest and the full faculty at Seward for approval and adoption. It was the opinion of all present that, for obvious reasons, it was for the best interests of both institutions that the close of the school-year, as far as possible, be the same for both Seward and River Forest.

THE TRAINING-SCHOOL AND OBSERVATIONAL TEACHING.

This subject received the attention of all members, but especially of the teachers engaged in the work in the training-school. A very profitable discussion of the entire problem of instruction and work took place, and the various suggestions advanced as to methods, principles, and discipline will undoubtedly react very favorably upon the future work in this important branch of normal school work.

PROMOTIONS AND CONDITIONS.

All members of the committee were a unit in deciding that, under the conditions of accreditation, it is imperative that all students complete all the prescribed courses to the satisfaction of

the individual instructors. Although a student might continue his studies in the next higher class when he has failed in one or the other branch, all conditions must be removed before a diploma or a teacher's certificate shall be granted. The manner of removing conditions varied somewhat at the different institutions, but the fact that conditions must be removed was adhered to. It was resolved that a student failing in one or the other branch be assisted in every way possible to secure a removal of his failure to pass. If a student fails in too many branches, because of inadequate preparation or because of inherent inability, he cannot be promoted to the next higher class, but must repeat all of the courses of the class in which he has failed.

MAKING UP OF LESSONS.

A sub-committee, Professor Fehner and the Secretary, was appointed to draw up a resolution covering the making up of lessons by the instructors. The following resolution was presented and unanimously adopted:—

"Resolved, That all lessons not given by any instructor must be made up, preferably either Saturdays or by exchange periods with absent instructors. No lessons may be made up during periods which conflict with those of other instructors or with the practise periods (organ or piano) of the students.

"Lessons which have been missed by the students must be made up to the satisfaction of the individual instructor."

As the faculty at Seward has fixed the time from 3.30 to 4.15 as a regular recitation period, the River Forest delegates believed that this period might also be incorporated in the lesson schedule at River Forest, not as a regular period, but as a convenient time for the making up of lessons missed. An argument advanced by one of the members of the Seward faculty against this period was that the tension of the day up to this time was so great that it made this hour one of the most unfavorable of the day to do the best work.

SUMMER COURSES.

The Seward faculty reported that a summer course of two weeks had been instituted at Seward to begin July 19. Four courses were to be offered: The Teaching of Elementary English; Public School Drawing; Public School Music; Agriculture (with laboratory work). Three instructors from the University of Nebraska are to give the courses. Prof. Haase is to give the course

in Public School Music. The cost of tuition was fixed at \$5 for the courses. About 40 teachers had decided to take the work. The cost of the summer course was to be borne in part by the District Synod of Nebraska. As the course is brief, and as it is somewhat in the nature of an experiment, little could be said in the matter. If sufficient support is given to this work now, it will probably be continued next year.

A brief discussion upon the value of summer courses and upon the best methods of conducting them followed the report.

MAXIMUM NUMBER OF PERIODS.

(Instructors.)

As the various State Examiners make careful inquiries regarding the number of periods required to be given by the instructors of higher educational institutions, and as it is for the best interests of every institution that the instructors be not overburdened, this topic was freely discussed. The usual number of periods of instruction required to be given by instructors in the State educational institutions is 15 and rarely exceeds 20. If an instructor is required to give a much larger number of periods, he will in many cases not find sufficient time for the necessary preparation for his work, especially if the subjects are much varied.

In our institutions the number of periods vary considerably. Only in one case (Fort Wayne) does the number of periods correspond in some measure to those given in the State colleges and normal schools. The average number given in Fort Wayne by an instructor is 20. As both Seward and River Forest devote considerable time to music, and as the training-school requires the entire services of one professor, it is impossible at the present time with the present staff of instructors to limit the periods to be given to 20. It was the opinion, however, of the committee that no instructor be required to give more than 25 lesson periods weekly, except in very exceptional cases.

The fact was brought out that the individual instructors at our institutions, in addition to their regular work as instructors, have other necessary duties devolving upon them which require a considerable part of their time to fulfil: Librarians, Registrars, Purchasing Agents, Treasurers, Editing Committees, etc., etc.

As it is highly desirable that our professors continue to improve and develop their work in the various branches, it is impor-

tant that sufficient time should be allowed them for study and research work. If the daily routine is too exacting, this cannot be done. It was therefore urged that 25 periods weekly, wherever this could be arranged, be the maximum number of periods.

MAXIMUM NUMBER OF PERIODS.

(Students.)

It was the opinion of all present that the student must not carry too many heavy subjects. In the State institutions four periods is usually the maximum. However, as at our institutions the dormitory system prevails, and as the students are for the greater part under the direct control of the faculty, and, furthermore, as the time given over to social diversion is undoubtedly much less than at other similar colleges, it was believed that our boys could well carry five heavy subjects daily, and one other period requiring little work or study (Music, Drawing, Penmanship, etc.).

ATTENDING CONFERENCES AND SYNODS.

It was the unanimous sentiment of the meeting that it is of the utmost importance for the members of the faculties to attend as many teachers' and pastors' conferences and synods as possible. In some cases the time lost by the individual instructor imposes considerable hardship upon him, especially if the meeting of the conference is distant, as all time lost must be made up. However, the great benefit accruing to the institutions by the intimate contact of college professors and teachers of our schools as well as pastors, makes the visits to the conferences almost imperative. It has been discovered that in this way young men often become interested in the college, and are thus secured for the classes. Teachers and pastors are glad to remain in touch with the institutions, and in numerous cases material support in funds has been provided. For these reasons, and for others not specifically mentioned, the members of the committee mutually encouraged the further frequent visits by the individual members of the faculties.

RECORDS OF ATTENDANCE.

(Students.)

It was resolved that an accurate record of attendance of the students in their classes be rigidly observed. As both institutions are accredited, and as each individual student is required to do a fixed amount of work to be credited with attendance upon a full course, it is of the greatest importance that exact records be kept.

It was suggested that the presidents of the institutions make notation of all absences because of sickness, disability, or through unavoidable detention, in the class-book every morning, and that every instructor note any further absences, as they may occur in his lesson periods. All absences are to be checked by some fixed system.

DUTIES OF THE NEW PROFESSOR.

As the new preparatory class is to be a standard class, having complete instruction in all branches necessary for a class of this character, and as the instruction for obvious reasons is especially difficult in this class, it was believed that a highly skilled educator be called to take principal charge. However, as work of this character alone might jeopardize the standing of the new professor, it was also believed that some work in the high school classes be assigned to him, so that his work would not be limited exclusively to the preparatory class. The phraseology of the call for candidates was suggested as follows:—

“Der neue Professor soll vornehmlich in der Praeparandenklasse unterrichten, soll aber auch faehig sein, Musikunterricht zu erteilen.”

COURSES OF STUDY.

Two sessions were necessary to complete a tentative course of study. It was decided that, as far as possible, the same courses of study, as well as the same time, be fixed for both Seward and River Forest. As the work progressed, it was discovered that in some cases the courses must vary somewhat because of requirements made necessary by the accreditation. The State of Nebraska requires agriculture, general science, etc., while the State of Illinois does not. The final results of the conference are given in detail in the following lesson schedule. The courses of study as given are those of River Forest, as the Secretary had neglected to make notation of the changes made necessary for Seward. However, the courses as noted are, in the main, those adopted by mutual consent for both Seward and River Forest.

COURSES OF STUDY.

Preparatory.	
I. SEMESTER.	II. SEMESTER.
English 7 periods.	English 7 periods.
German 7 “	German 7 “
Arithmetic 5 “	Arithmetic 5 “
United States History.. 5 “	Geography 5 “

Penmanship and Memory Work, 5 periods.

Drawing (2) and Singing (2) together with the Freshman class.

Freshman.

English	5 periods.	English	5 periods.
German	5 "	German	5 "
Algebra	5 "	Algebra	5 "
Bible History	5 "	Catechism	5 "
Physical Geography	5 "	?	

Drawing (2) and Singing (2) throughout the year.
Penmanship, daily 15 minutes (7.45 to 8).

Sophomore.

English	5 periods.	English	5 periods.
German	5 "	German	5 "
Geometry	5 "	Geometry	5 "
General History	5 "	Physiology	5 "
Catechism	5 "	Bible History	5 "

Drawing (2) and Singing (2) throughout the year.
Penmanship, daily 15 minutes (7.45 to 8).

Junior.

English	5 periods.	English	5 periods.
German	5 "	German	5 "
Biology	5 "	Biology	5 "
General History	5 "	Advanced Geography ..	5 "
Catechism	3 "	Catechism	3 "

Singing (2) throughout the year.

Senior.

English	5 periods.	English	5 periods.
German	5 "	German	5 "
Advanced Algebra	5 "	General History	5 "
Physics	5 "	Physics	5 "
Catechism	2 "	Catechism	5 "

Drawing (1) and Singing (2) throughout the year.

First Year Normal.

English	5 periods.	English	5 periods.
German	5 "	German	5 "
Religion	5 "	Religion	5 "
Methods	5 "	Trigonometry	5 "
Chemistry	5 "	United States History ..	5 "

Harmony (2) and Singing (2) throughout the year.

Second Year Normal.

English	5 periods.	English	5 periods.
German	5 "	German	5 "
Religion	5 "	Religion	5 "
Pedagogy	5 "	Pedagogy	5 "
?	5 "	?	5 "
Harmony	2 "	Harmony	2 "
Singing	2 "	Singing	2 "

The complete course for the Second Year Normal could not be determined nor the work for the second semester for the Freshman class. It was decided to regard the courses outlined as merely tentative, subject to approval and correction by the respective faculties.

MINOR RESOLUTIONS.

"That Prof. Haase communicate with Prof. Lochner of River Forest in reference to a proposed Diploma of Credits for work done in music."

"That, if possible, another meeting be arranged for further discussion of matters pertaining to the welfare of both institutions."

"That the Secretary submit a report upon the proceedings to the editors of the SCHULBLATT for publication in that periodical."

"That (by the delegation from River Forest) the faculty at Seward be encouraged to publish its call for candidates for the new professorship as soon as possible."

Before the final adjournment, President Jesse of the Seward faculty addressed the meeting, expressing his gratification at the work accomplished, and at the exhibition of general good-fellowship, as well as at the intense desire of all present to cooperate so that the work of our normal schools react with the greatest possible good upon our Christian day-schools. In behalf of the faculty of Seward he extended cordial greetings to the faculty of River Forest, at the same time expressing the wish and the hope that the work of cooperation, begun in the present meeting, might be continued with the same success in the future. Prof. Rusch and the Secretary responded briefly for the faculty of River Forest, and the meeting thereupon adjourned *sine die*. ALB. H. MILLER, *Secretary*.

NOTE. — The foregoing is merely a report upon the proceedings of the meeting, and is not to be regarded as binding upon either the Seward faculty or that of River Forest. It is to be submitted to the respective faculties for discussion, and various changes may result as the outcome of such discussions and deliberations.

OBSERVE THE FOLLOWING RULES:—

Talk less, teach more.

Frown less, smile more.

Scold less, praise more.

Find fault less, encourage more.

W. C. K.

European Background of American History.

The increased stress which is placed upon history in the elementary public schools of to-day has also induced our Lutheran schools to give this subject a prominent place in the curriculum.

History is a record of past events. The purpose of teaching it is to enable the scholars by the knowledge of past events to interpret more correctly present occurrences; for, to quote Wayland, "History is not only recordation, it is also interpretation"; and again, "History is the life study of the human race. It is a record of the past and a prophecy of the future." Such ability to interpret may not only make the pupil an unbiased thinker, but may also assist to lead him to shape his life, his career, so as to become a more useful citizen of his country, a more valuable person of his community.

Our concept of history as taught in the elementary school naturally implies American history only, and when the teacher teaches it, he teaches the story of our own country and not of another. However, in order properly to understand the history of our country, and especially to teach it effectively, it is absolutely necessary to connect it with Europe, to make, as it were, European history the background of American history.

The old Greeks had a history which was almost entirely free from foreign origin, at least as far as records of it at the time were concerned. They based their early history on myths and legends, and believed that their ancestors were a race of heroes of divine or semi-divine lineage, who already had called Greece their fatherland. Rome could not boast of so unique a history. Her early inhabitants were to a great extent Greeks, who, even before the founding of the city of Rome by Romulus, about 753 B. C., had come into contact with the Etruscans, one of the chief tribes of the early legendary Romans, and who thus became a notable factor in the shaping of the nation. Our country's history would seem not only incomplete, but entirely without origin, if we did not consider its connection with Europe; it would seem trite and almost meaningless.

Since the landing of Columbus, the New World has not been, and cannot be, independent of the Old. Although we are geographically separated from Europe, we cannot cut the historical tie, for historically we always were closely allied with the peoples across the ocean long before any one dreamed of the League of Nations. Wayland makes this statement: "We, the people of the United

States of America, are reaping happy harvests every year that were sown across the seas in Greece, in Rome, in Germany, in Britain." It is the object of this paper to point out a few links between Europe and America, and to call attention to some contemporaneous events in the Old and New World of which, above all, the teacher of American history ought to be fully conscious, and which he ought to, at least to some extent, impress upon the minds of his pupils. Since history is a "wondrous chain," the links show us cause and effect, and a knowledge of contemporaneous events is a feature of great interest.

Our Savior was a boy of nine years when the great and mighty Caesar Augustus paced in agony his palace in Rome, exclaiming, "O Varus, Varus, give me back my legions!" Augustus bewailed the terrific blow which the Roman army under the leadership of Varus had received at the hands of the Germans, whose country the Romans had invaded. This victory of the freedom-loving Germans under their brave chieftain Hermann, who in the pathless depths of the Teutoburg Forest destroyed the army of 20,000 Romans, marked the beginning of the gradual rise of the Teutonic tribes. These gradually overran the southern and western parts of Europe, swallowing up, as it were, the entire Roman Empire, absorbing its people with their customs and changing their very language, founding new states, and moving the boundaries of the old, and thus laying the foundations of the leading European nations of to-day, from which came the immigrants of America, among them also our forefathers.

The arrival of the Northmen on our eastern coast in the beginning of the eleventh century marks the dawn of our American history. What happened in Europe during that century? Three events stand out prominently which have a bearing on American history. In the first place, there occurred in 1066 the Battle of Hastings, in which William of Normandy defeated and killed King Harold, thereby establishing the Norman dynasty in England, which gave a strong centralized government to the country, which later on planted the germs of self-government on American soil. Secondly, in 1077 we see Henry IV of Germany kneeling humbly at the feet of Pope Gregory at Canossa, which shows us the predominance of the Church over the State. This was the high-water mark of the Pope's tyranny which later caused the Reformation, the happy harvest of which we still reap in this country in the enjoyment of religious and political freedom. Thirdly, at the Council of Clermont in France, in 1095, the cry, "It is the will

of God!" ushered in the Crusades, which indirectly gave the impulse for the discovery of America.

The first two permanent English settlements in America were Jamestown and Plymouth. We find there two kinds of colonists, and also notice vastly different motives which caused the planting of the colonies. The character of the settlers of these colonies, and their different motives for settling, shaped their later forms of government, their religion, their literature — in short, all their political and social institutions vastly different from one another. And yet both classes of settlers called the same England their mother country. It is said of Virginia that she "was for a time the dumping-ground for jail-birds and other bad characters" of England; but this was not the chief element of her population. The ancestors of the real Virginians were the Cavaliers, who left England after the fall of Charles I, and this element gave Virginia a distinct color, which may be traced throughout the colonial period. Virginia was, according to Trent, "an extension of country England with its Cavalier qualities."

Let us consider the settlers of Massachusetts. There we have the Puritan element. These people were driven out of England by religious persecution. Their social standing was different from that of the Cavaliers. The latter, as royalists, were chiefly men of wealth, landowners, who became the planters in America, while the Puritans were mostly people from the middle and lower classes. The Puritans came over to America as congregations, led by their pastors. Frequently the members of a group of immigrants, having left from one and the same town, would settle at one place, and thus Massachusetts became dotted with small towns, while Virginia's population was scattered, owing to the large plantations. In this manner Massachusetts became "a culmination of borough England with its Puritan qualities," as Trent expresses it.

What caused the emigration of these two classes of people from England to America? Was it the search for wealth and adventure, which led the Spaniard and the Frenchman westward? No, the real cause were the hammer-strokes of Martin Luther against the door of the Castle Church at Wittenberg in Germany on that memorable 31st of October in 1517. Luther's Reformation was a leaven which worked its way throughout the civilized countries of Europe and also spread to Catholic England, where the proud Tudor, Henry VIII, was then ruling. When England was stirred by the new doctrine and Protestantism was gaining a foothold in the kingdom, Henry wrote a Latin treatise trying to refute the

arguments of the German monk, for which zeal the Pope rewarded him by conferring upon him the title of "Defender of the Faith." Twelve years later, because the Pope would not sanction the putting aside of his wife in favor of her maid, Anne Boleyn, Henry not only divorced Catherine, but also dissolved his country's connection with the Church of Rome. After this, for more than a century, England was more or less the scene of religious persecution, strife, and bloodshed, which terminated with the execution of Charles I and the ascendancy of Oliver Cromwell in 1649. It was during this period of religious strife and political unrest that the Puritans and Cavaliers emigrated to America, the former to seek religious freedom and the latter to escape political vengeance.

As already mentioned, the traits peculiar to these two classes of American colonists may be traced throughout the early history of Virginia and Massachusetts. Let me refer briefly to our early American literature, where this difference especially is obvious. The Puritans were great sponsors of education. Their pastors were learned men, chiefly graduates of Oxford University. They were zealous Calvinists and earnest students of the Bible. Eager that their children might learn to read in order that they might be able to study their Bible, the Puritans soon erected schools, and colleges were founded in Massachusetts much earlier than in Virginia. The circumstance that they lived in towns made the establishment of schools much easier than in Virginia, where the population was scattered. Yet the Virginians did not despise education. The wealthy planter would hire a private tutor for his children, or send his son to England to receive an education. It was the religious zeal of the Puritans of New England which placed them in such great contrast to the more materialistic Virginians. Massachusetts boasted of her intellectual aristocracy, while Virginia prided herself on her social aristocracy, and this difference is plainly to be seen in their respective literature. Compare, for example, *The General History of Virginia* by Captain John Smith with William Bradford's *Of Plymouth Plantation* or John Winthrop's *History of New England*, or compare the romantic and racy style of the Virginian writer William Byrd with the dogmatical works left us by a Cotton Mather or a Jonathan Edwards of New England.

But to return to our subject. Not only in teaching the early history of Virginia and Massachusetts must the background be formed by scenes from across the Atlantic, but also in the study of the entire colonial period the link between Europe and America

cannot be dropped. Such questions as these must be answered: Who were the Baltimores, and what caused them to settle Maryland? Why did William Penn leave England? What induced Oglethorpe to bring his peculiar colonists to Georgia? Why did the French Huguenots settle in the English colonies and not under their own country's flag in Canada? In regard to the last question one will find Conan Doyle's *The Refugees* very interesting. The real causes of the French and Indian Wars and the clashes between the English and the Spaniards in North America are found in Europe. And it is also of interest to be aware of the contemporaneous events in Europe during the colonization of our country. What happened in the Old World while England was planting her colonies here? Trent answers this question as follows: "While the colonists drove out governors and Indians and planted tobacco, the Thirty Years' War was devastating Germany, Richelieu was making France the first power in Europe, and Mazarin and Louis XIV were continuing his work; Charles I was losing his throne, Cromwell was asserting England's power, and Charles II was squandering it; Milton was composing his sublime epic, great scholars were gathering and extending the results of the Renaissance." (Trent, *History of American Literature*, p. 7.)

Throughout the entire course in American history the teacher will find it necessary to refer to European history. Even after the Revolution there are events in our history which had their actual causes in Europe, and in order to explain such events, to give the stage the proper setting, the teacher must, as it were, paint a European scenery. Let us consider, for instance, the Monroe Doctrine. What was it? It was nothing but a statement from President Monroe's message to Congress on December 2, 1823: "The United States regards any attempt on the part of European powers to extend their system to any portion of this hemisphere as dangerous to our peace and safety." What caused Monroe to make this statement, which has aroused the attention of the whole world and brought our country to the very verge of a war with Great Britain during President Cleveland's administration? European history furnishes the answer. In 1815, after the fall of Napoleon, the rulers of three European nations, Russia, Austria, and Prussia, formed a league, called the Holy Alliance, the object of which was to insure the safety of their respective thrones. Later other European nations joined. Between 1810 and 1825 Mexico and a number of South American states shook off the Spanish yoke and declared themselves free republics. The European monarchs

observed with great anxiety how Spain lost her territory in America, and finally the Holy Alliance decided to assist Spain in regaining her loss by sending their armies over here to force the young republics back under the Spanish yoke. President Monroe saw in this a danger to our country, and hence the Monroe Doctrine. It is not a part of our Constitution nor an international law, but a principle laid down by the United States, which we have upheld and safeguarded with the utmost vigilance. On account of it President Roosevelt swung the "big stick" at Germany, France, and Great Britain when they threatened to send warships to a South American port in order to collect revenues.

We might find more chapters from our history which require a European setting, but let this suffice. There is, however, one chapter which is not recorded in our text-books on history, but which in my estimation, should not be overlooked in our schools, namely, the history of our American Lutheran Church. The mention of the Saxon emigration in 1839 might be inserted under Van Buren's administration, and that will furnish another opportunity to make use of a canvas with European background. The recent publication of two excellent pamphlets by Prof. Th. Graebner offers good material for both teacher and pupils. These pamphlets are entitled, *Lutheran Pioneers: P. I, Our Pilgrim Fathers; P. II, The Bavarian Settlements of the Saginaw Valley.*

When I spoke of a European background of American history, I referred only to those chapters from the history of Europe which had direct bearing on events in America. By reference, however, to certain events only, our pupils are not given a satisfactory conception of the history of the race from which they are descendants. Leading educators have felt that our American boys and girls should be given a more complete and connected story of their race, and to this end a number of very suitable books have during the last ten years been placed on the market. These books are most interestingly written, and give, as nearly as possible, a connected account of the chief events in Europe from the beginning of our era to the discovery of America. It is not the object of these books to be used as text-books in the classroom, but they are to be given into the pupils' hands as supplementary reading material. Let me call attention to a few of them. In the teachers' room of our public library are to be found the following books:—

1. *The Dawn of American History*, by W. L. Nida (1912). Macmillan Co., New York.

2. *European Beginnings of American History*, by Atkinson (1912). Ginn & Co., Chicago.

3. *American Beginnings in Europe*, by Gordy (1912). Chas. Scribner's Sons, New York.

4. *Introduction to American History*, by Woodburn and Moran (1916). Longmans, Green & Co., New York.

5. *Our Ancestors in Europe*, by Jennie Hall (1916). Silver, Burdett & Co., New York.

Let me quote a few lines from the prefaces of the two last named, which set forth the aims and purposes of the little volumes. In the introduction to Woodburn and Moran's book we read the following: "It is not possible for a pupil to take up the study of American history intelligently without knowing something of the European background. Events and conditions in Europe throw light upon the early history of the United States. . . . It must be somewhat strange at first thought that an introduction to American history should extend so far back into the history of Europe, but the fact is that the roots of our history strike far back into European soil."

James Montgomery Gambrill in his introduction to Miss Hall's book writes: "It is still generally admitted that the most important history for every child is that of his own country; but happily the old narrow conception of the American story as a thing apart from the rest of the world seems to be rapidly passing. The roots of American civilization are in Europe. Our beginning and early development form a part of one of the most far-reaching changes of history: the expansion of Europe beyond the ancient limits of the Mediterranean world, the discovery of the American continent, the opening of direct sea routes to India and the far East, the commercial revolutions, the first stages of the Europeanization of the world. Only in this large setting can the history of the United States become really intelligible. If we are to understand our own country and how it came to be what it is, we must know something of the story of our ancestors in Europe and of the heritage we have received from them." And Jennie Hall herself says: "Have we always been what we are? Why are we so like Europeans and unlike Chinamen? Before America, what was there? Thoughtful children ask themselves such questions. Less thoughtful ones ought to be led to ask them."

Some one may say: History is given too great a prominence in the elementary schools. I reply: If so, then geography is also too much stressed and arithmetic should be curtailed. No, history

is equally as ornamental and useful as either of the two. It is ornamental, because ignorance of history bars one to a great extent from association with cultured people; and it is useful, because a knowledge of it enables one to interpret better and view more intelligently problems of the present, and thus makes him a better citizen of his country. Let us therefore also teach history in our schools as best we can, in order that our schools be what we every Sunday pray they might be: "nurseries of useful knowledge and of Christian virtue."

THEO. KUEHNERT.

A Course in Grammar.

(Continued.)

COMPOUND ELEMENTS IN THE SIMPLE SENTENCE.

Show that, while the subject usually consists of but one noun or pronoun, it often occurs that there are a number of words used as the subject of the same verb. Thus:

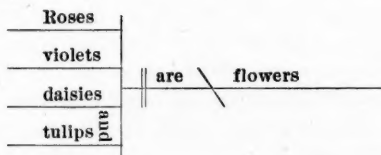
The farmer and his son plowed the field.

Roses, violets, daisies, and tulips are flowers.

Show that "plowed," in the first sentence, is done by the father and by the son. There is but one verb for the two subjects. When two or more subjects have the same verb as predicate, these subjects are called a *compound* subject. When there is but *one* word used as the subject, this is called a *simple* subject.

Show that a compound subject may consist of two, three, or even more single nouns or words used as nouns. Write a verb, and have the class suggest a number of simple subjects to complete the sentence. Assign as a lesson the writing of ten or more sentences containing compound subjects.

Show that in the diagram the separate parts of the compound subject are written on separate lines, which are joined by a vertical line. Thus:



"And" is written as shown in the diagram.

Show that there are also predicates, objects, and complements which are compound. The diagrams showing these must be illus-

trated in the same way as those showing the compound subjects. A complete set of diagrams illustrating compound subjects, compound predicates, compound objects, and compound complements is shown on pages 41 to 46 of the *Modern Grammar*.

KINDS OF SENTENCES.

Very little time should be given to the explanation of the four kinds of sentences, classified according to use. Dwell principally on the fact that sentences are *used* in various ways: in asserting a fact; in asking questions; in giving commands; in making requests; in exclamations. Write examples of the various kinds on the board, and have the members of the class suggest others. Have them write a number of sentences of each kind, and have them discover examples of declarative, interrogative, imperative, and exclamatory sentences from the *Reader*.

PROPERTIES OF NOUNS.

Show that there are different kinds, or classes, of nouns. Have the children mention a number of nouns, and write these on the board. They will very readily suggest those which are near by; as, desk, boy, girl, window, blackboard, teacher, book.

Call attention to the fact that there are very many of the same kind of desks, boys, girls, windows, blackboards, teachers, and books, that is, that all of these have a name in common, and are called common nouns. Many other common nouns may be suggested.

Show that although the noun "boy" is common, every boy has some particular name: Henry, Harry, Fred, John, etc. All nouns having a particular name are called *proper* nouns. Write on the board common nouns having particular names. Thus:

<i>Common.</i>	<i>Proper.</i>
city	Chicago
girl	Helen
river	Mississippi
day	Monday
state	Illinois

Continue this work at the board, but have the children mention the common noun, and then suggest the proper name. Call particular attention to the fact that, when the particular or special name is given to a common noun, the particular name is written with a capital letter. Assign a lesson from the *Grammar* or the

Reader, and have the children select the common and the proper nouns, and write them in columns.

In discussing the *collective* nouns, show that these are nouns in which a number of things are taken as one thing; as,

family, a number of persons taken as *one* thing.

army, a number of soldiers taken as *one* whole.

class, a number of pupils taken as *one* thing.

Have the children suggest other collective nouns, and write these on the board, in each case being particular to emphasize the fact that a number of things are taken as one. Show, too, that this collective noun, although made up of a number of things, is still regarded as a *singular* noun.

The *abstract* nouns, which form another class of nouns, have already been mentioned when the noun was discussed. This work may be reviewed here.

NUMBER IN NOUNS.

Number in nouns may be developed at the board. Have the class mention various nouns, and give the corresponding noun when more than one is meant. It will soon be discovered that most of the nouns mentioned form the plural by adding "s" or "es" to the singular form. Thus:

hat — hats boy — boys glass — glasses

Very soon nouns will be mentioned which do not form the plural regularly. These should also be written on the board with the proper plural form. Explain that "plural" simply means "more than one." Some nouns may be mentioned which have no plural, or some which have two plural forms, or some which are used in the plural only. Write all these on the board without any attempt at system. The children are to see the plural forms develop on the board. Assign as a lesson the writing of a number of nouns in both the singular and the plural forms.

Now show in regular order the various ways in which the plural is formed. This is important because of the difference in the spelling of the plural forms.

1. Plurals formed regularly. House — houses. By adding *s*.
2. Singular nouns ending in *y*, preceded by a consonant change the *y* to *i*, and *es* is added. Lad-*y* — lad-*i-es*; cit-*y* — cit-*i-es*; baby — babies.
3. Singular nouns ending in *y*, preceded by a vowel, form the plural regularly. Days — days; valley — valleys; monkey — monkeys; toy — toys.

4. Many nouns ending in *fe* change the *f* to *v* in the plural form. Knife — knives; leaf — leaves; wolf — wolves; wife — wives.

5. Some nouns form the plural number by changing the vowel sound in the word. Man — men; woman — women; mouse — mice; foot — feet; Frenchman — Frenchmen. *NB.* Exceptions: German — Germans; Norman — Normans; Ottoman — Ottomans; Mussulman — Mussulmans; talisman — talismans; Roman — Romans.

6. A very few nouns form the plural by adding *en* to the singular. Ox — oxen; brother — brethren; child — children.

7. Some nouns have the same form in both numbers.

sheep — sheep	pike — pike
deer — deer	series — series
trout — trout	species — species
salmon — salmon	grouse — grouse
cannon — cannon	shad — shad

8. The plural of letters, figures, and symbols are formed by adding *'s* to the singular. 2's; R's; X's.

9. Some nouns are used in the plural only.

nippers	annals	scissors	suspenders
dregs	cattle	pincers	billiards
mumps	shears	vitals	spectacles
tongs	thanks	virtuals	trousers
ashes	scales	clothes	nuptials

10. Many nouns are used in the singular number only. Most of these are abstract nouns or nouns denoting material.

patience	wisdom	justice	sorrow
wood	tea	silver	peace

NB. When different *kinds* of material are to be shown, the plural form is sometimes used; as, teas, coffees, coppers, flours, etc.

11. Some nouns are plural in form, but singular in meaning. News, wages, molasses, mathematics, etc.

Other somewhat uncommon forms of the plurals may be found on pages 55—58 of the *Modern Grammar*.

As far as it is possible, have the pupils discover instances of the various ways in which the plural is formed. It may be necessary to write one or two examples on the board to illustrate the form, but some pupils will undoubtedly readily discover others.

Have the children finally write out from the *Grammar* or *Reader* the nouns in both the singular and the plural number.

(To be continued.)

M.

Bericht des Komitees 18 an die Allgemeine Synode.

1. Daß die Schulkommission in Zukunft aus sieben Gliedern bestehe, zwei Pastoren, zwei Lehrern und drei Laien, von welchen einer ein Advokat sein soll. Die Glieder der Kommission sollen an einem Orte wohnen.

2. Aufgabe der Schulkommission soll sein, durch Rat, Zuspruch, Belehrung und Ermahnung Sorge zu tragen für die Erhaltung, Hebung und Ausbreitung unsers Gemeindegewissens in allen Gemeinden.

Nach innen hin soll sie dafür sorgen, daß überall der rechte Eifer für unsere Schulen erhalten oder wieder geweckt werde.

Sie soll sich sofort einen genauen statistischen Überblick über den Stand unsers Gemeindegewissens verschaffen und dafür Sorge tragen, daß die Statistik immer möglichst korrekt und vollständig ist. Die Kommission soll z. B. Artikel über christliche Erziehung in sämtlichen Synodalblättern erscheinen lassen. Sie soll für ein press service sorgen für Distrikts- und Gemeindeblätter, ebenso für Traktate, Schulpredigten und Dispositionen. Sie soll ausfindig machen, wo Lehrkräfte zu gewinnen oder wiederzugewinnen sind. Sie soll Information über Lehrpläne, Schulbücher, Schularchitektur und innere Einrichtung der Schulen in den verschiedenen Distrikten sich verschaffen und an die verschiedenen Distrikte weitergeben. Sie soll sich überhaupt als Dienerin der Distriktsbehörden ansehen und zwecks Hebung und Erhaltung des Schulwesens auf jede mögliche Weise behilflich sein.

Nach außen hin soll ihre Aufgabe die Abwehr der Feinde unserer Schulen sein. Sie soll Information über feindselige Strömungen gegen unser Gemeindegewissen sammeln, sie soll durch Belehrung und Vorstellung an geeignetem Orte auf Abwehr der Gefahr hinarbeiten. Sie soll diesbezügliche Information privater Natur an die Distriktsbehörden weitergeben. Sie soll besonders auch das allgemeine Publikum über Zweck und Leistungen unserer Schulen informiert halten und deshalb für entsprechende Artikel in der öffentlichen Presse sorgen. Bei etwaigen Schulkämpfen soll sie auf Anforderung der betreffenden Distriktsbeamten diese in jeder möglichen Weise unterstützen.

3. Wir empfehlen ferner, daß die Schulkommission ermächtigt werde, einen Sekretär anzustellen, der seine ganze Zeit und Kraft der genannten Arbeit widme und der Kommission unterstellt ist. Der Schulkommission sollen die nötigen Geldmittel durch das Board of Directors zur Verfügung gestellt werden.

4. In bezug auf die Eingabe betreffs Versetzung von Lehrern während der Sommerferien möchten wir empfehlen, daß die Synode allen Gemeinden dringend rate, bei der Versetzung von Lehrern alle unnötigen Störungen in der Schule zu vermeiden.

5. Wir empfehlen ferner, folgendes zu beschließen: Da wir als Synode fest entschlossen sind, unser Gemeindegewesen mit Gottes Hilfe zu heben und weiter auszubauen, und da gegenwärtig ein großer Lehrermangel herrscht, so ermuntern wir alle Gemeinden und Eltern, im kommenden Herbst möglichst viele Schüler auf unsere Lehrerseminare zu schicken; und besonders bitten wir alle im Amte stehenden Lehrer und schulehaltenden Pastoren, gerade in dieser schweren Zeit trotz aller Anfeindung nicht in ihrer schweren Arbeit zu ermüden.

6. In bezug auf die Beschlüsse des Michigan-Distrikts betreffs des in diesem Distrikt tobenden Schulkampfs schlagen wir vor, folgendes zu beschließen:

We heartily endorse the protest of our Michigan District in behalf of its parochial schools. We wish the brethren Godspeed in their efforts to save these schools, and we assure them of our moral and financial support in their campaign for civil and religious rights.

Beschlüsse der Lehrer,

die während der Synodalsitzung eine Konferenz abgehalten haben.

1. Daß die ganzen Verhandlungen und Beschlüsse der Synode in bezug auf die Schulsache im nächsten „Schulblatt“ ausführlich berichtet werden.

2. Daß die Redaktion des „Schulblattes“ gebeten werde, den Aufsatz „Die Krisis in unserer Schulsache“ von Prof. Th. Gräbner („Magazin für ev.-luth. Homiletik“, Februar und März) im „Schulblatt“ abzudrucken.

3. Daß alle Delegaten der Lehrer ihre Konstituenten so bald als möglich zusammenrufen und sie über die Verhandlungen und Beschlüsse der Synode in bezug auf die Schulsache informieren.

4. Daß danach alle Lehrer vor ihre Gemeinden treten, diese mit den Beschlüssen der Synode bekannt machen und auf Ausführung derselben nach allen Kräften hinwirken.

5. Daß wir den Lehrern aller Distrikte, in denen noch kein Schulvisitator ist, empfehlen, die Frage der Schulvisitation ernstlich zu erwägen und das Amt eines Schulvisitators so bald als möglich einzurichten.

6. Daß wir den Visitatoren, die ja hauptsächlich in Komiteen gebient haben, unsern herzlichsten Dank dafür aussprechen, daß auch durch ihr Bemühen den Beschlüssen der Synode der Weg geebnet wurde.

7. Daß diese Beschlüsse im „Schulblatt“, im „Lutheraner“ und im *Lutheran Witness* veröffentlicht werden. J. J. Koch.

What About Jazz Music and Dancing?

A teacher of a Christian day-school is called to his school to teach the truth to his scholars and rear them in the nurture and admonition of the Lord. It is therefore his duty to point out the dangers surrounding the children in respect to their spiritual welfare. The sneaking soul-destroyer, the devil, has tried very hard of late to sneak various sins into the churches by calling them innocent enjoyments. Pastors and teachers are beginning to fear the disfavor of the people, especially the youth, which as a rule, they harvest if they candidly rebuke the sin or severely and sharply chide the evil-doers. The jazz music and jazz dances are even practised by children and have found great favor with some people.

One should think that one who has heard good music would loathe nothing more than the strains of the jazz, which remind one so very much of the savagery and barbarism of the heathen. Does the civilized world intend to return to barbarism? Should the immoral songs and dances of the heathen be introduced into Christian communities? Is paganism doing its baneful mission-work among the Christians?

Even the daily press finds it necessary to take this matter up for discussion and to warn the public. Dr. William Brady, a doctor of medicine, lately wrote in the *Chicago Daily News* regarding the immoral influence of the jazz music and the jazz dances which are now becoming so popular, that the music and songs of the modern world are indecent, and are breaking down the moral restraints, and leading to deplorable disasters. On August 10, 1920, he wrote the following significant words:

“The music of some modern dances is indecent. It has come by degrees, this jazz music, and the rotten style of dancing which goes with it. Of course, they couldn’t drag such a thing directly from the evil resort to the near-respectable dancing academy; they

*sneaked it in through the back door, by way of the cabaret.** Now it is accepted by people who are not very squeamish as harmless.

"Owing to the restrictions of conventionality, it is impossible to publish here *precisely what frank young men say about the modern dance, with its intimate embrace and the peculiar appeal of the jazz music and the shameless 'daring' in dress which too many young women exhibit.** But I will say that the impression these average young men give would make any father or mother of a growing girl just a wee bit anxious.

"These impolite, questionable, licentious dances accompanied with jazz music are ruinous to health in a great many instances, because they break down the moral restraints and lead to deplorable disasters.

"Even if the young man indulging in jazz dancing is morally impeccable, he suffers, nevertheless, a physical injury which becomes apparent enough and often brings him to the physician for treatment. No doubt, the upright young woman who acquires the habit of jazz suffers greater injuries, and the disturbances which follow are readily misinterpreted by women who undertake to advise her.

"The irregular hours, the loss of sleep, the foul atmosphere of the dance-hall or cabaret, the intimate contact with persons harboring all sorts of disease, these are rather unimportant features of the unhygienic jazz. *The demoralization of young men and young women which this importation is working cannot fail to lower the respect of the male sex for the female sex, and Heaven knows, too many men consider the sex of their mothers legitimate prey.**

"There has been in the past a so-called 'double standard' of morals, permitting the male to 'sow his wild oats,' but holding the female to strict accountability in all her conduct. This peculiar theory is no longer tenable. Education and enlightenment has shown that what is best for the goose is as good for the gander. There is no more justification or need for impurity on the part of the male than there is for the female. There is to be one standard of morality hereafter. That standard will be high or low, as the woman wills. By means of jazz she is certainly not holding the standard high."

If a doctor of medicine considers it necessary to warn the youth not only on account of the physical injury one is subjected

* Italics our own. — Ed.

to in the unhygienic jazz, but especially on account of the demoralization of young men and young women which it brings about, then it is still more an inevitable obligation and a binding duty for every Christian educator according to the Word of God, Ezek. 3, 17 ff.: "Son of man, I have made thee a watchman unto the house of Israel: therefore, hear the word at My mouth, and give them warning from Me. When I say unto the wicked, Thou shalt surely die; and thou givest him no warning, nor speakest to warn the wicked from his wicked way, to save his life; the same wicked man shall die in his iniquity; but his blood will I require at thine hand."

W. C. K.

Ein Brief aus Argentinien.

Der nachfolgende Brief zeigt uns, wie eifrig bemüht unsere Brüder in Argentinien sind, dort ein gesundes Gemeindefschulwesen ins Leben zu rufen. Gott wolle ihnen Gnade geben zu ihrem Vorhaben!

Der Brief lautet, wie folgt:

„Werter Herr Direktor!

„Es ist eine besondere Bitte, die ich an Sie habe, und deren Erfüllung ich Ihnen ans Herz legen möchte. Wir wollen unsern Schulbehörden hier nämlich beweisen, daß unsere Pastoren und Lehrer wirklich auf das allerbeste ausgerüstet sind, eine Schule zu leiten. Wir sind dabei, wenn irgend möglich, Gemeindefschulen einzurichten, die bisher hier nicht bestanden haben, und denen man auf allen Seiten Schwierigkeiten bereitet hat. Zu dem Zweck haben wir uns nun bei dem Generalinspektor für Privatschulen erkundigt. Er war sehr freundlich, hat auch versprochen, uns keine Schwierigkeiten in den Weg zu legen, ja, unsern Pastoren die Erlaubnis zu erteilen, Schule zu halten. Wir haben ihn dann auch über das Anstellen unserer Synodallehrer befragt, und er meinte, wenn die wirklich so ausgebildet wären, wie wir ihm sagten, dann würden sie uns keine Schwierigkeiten bereiten. Zu besserem Studium der Sache erbat er sich dann einen genauen Lehrplan unsers Seminars, besser: der Normalschule. Dieser sollte in der englischen Sprache verfaßt sein, da der Herr Englisch liest, wenn er es auch nicht sprechen kann.

„Würden Sie nun die Güte haben, mir einmal einen solchen Lehrplan nebst andern Auskünften über das Seminar zugehen zu lassen? Ich würde Ihnen sehr dankbar dafür sein; denn es handelt

sich hier um Sein und Nichtsein unserer Kirchen und Gemeinden, wenn wir keine Gemeindeschulen einrichten können. Wie überall, so muß man doch auch hier sagen, daß gerade die christliche Schule die Pflanzstätte der Kirche ist. Also, bitte!

„Meine beiden Brüder in River Forest kennen Sie ja. Zwei von uns sind hier als Missionare. Ob noch mehr kommen werden?

„Sie herzlichst grüßend und schon im voraus für Ihre Freundlichkeit herzlichst dankend,

„Ihr im Herrn verbundener A. Kramer.“

W. C. R.

Die Lehrerkonferenz von Süd-Illinois

versammelte sich vom 6. bis zum 9. April in der Schule zu Nashville, Ill. Drei Kollegen waren abwesend. Kollege M. L. Persson verlas die Eröffnungsrede, in welcher er die Konferenz darauf hinwies, daß aller Weisheit höchste Fülle in Jesu verborgen liegt.

Hierauf folgte die Organisation. Folgendes war das Resultat: Vorsitz: D. C. Schröter; Vizevorsitz: M. L. Sieving; Sekretär: Wm. L. Scheiwe; Hilfssekretär: John G. Gehner; Chordirigent: W. C. Wendt.

Folgende Arbeiten wurden vorgenommen, besprochen und angenommen: 1. The American Indian: Kollege M. L. Persson. 2. Supplementary Reading: Kollege Wm. Burstadt. 3. An Author or Authors: Kollege W. Gutowski. 4. Physiology: The Blood and How It Nurtures the Body: Kollege M. Grefe. 5. Practicality: How to Acquire It: Kollege S. Koch. 6. Practical Lesson on Magnetism: Kollege M. Ellerbusch.

Vizepräsident Brand von Springfield besuchte unsere Konferenz und erstattete Bericht über die Vorlagen der Constitutional Convention. Er berichtete, daß fast alle Vorlagen, die unsere Schule betreffen, auf den Tisch gelegt worden seien. Die Arbeit sei aber noch nicht beendet. Es gilt weiter arbeiten, weiter kämpfen. Die rechte Hilfe muß jedoch vom Herrn kommen, daher solle man ihm die Sache im Gebet anheimstellen.

Am Mittwochabend war Gottesdienst, in welchem Pastor Vogel eine Schulpredigt hielt. Bei dieser Gelegenheit sang der Lehrerchor ein Lied.

Während die Konferenz hier tagte, starb der jüngste Sohn des Kollegen Schmandt. Das Begräbniß fand am Donnerstag statt. Der Lehrerchor sang ein geeignetes Lied.

Kollege A. L. Persson wurde als Vertreter zur Allgemeinen Konferenz gewählt, Kollege W. Gutowski als Ersatzmann.

Nachdem die verschiedenen Komiteen, welche ernannt worden waren, berichtet hatten und neue Arbeiten aufgegeben waren, vertagte sich die Konferenz mit dem Gebet des heiligen Väterunsers.

W. S.

Vermischtes.

Der Name Johann Peter Gabriel Mühlenbergs, des ältesten Sohnes Pastor Heinrich Melchior Mühlenbergs, ist zur Aufnahme in der Ruhmeshalle der New York University vorgeschlagen worden. Er ist der Pastor, der im Befreiungskrieg als Offizier diente und sich den Rang eines Generalmajors erwarb. E. J. Wolf berichtet in seiner Geschichte der Lutheraner in Amerika: „Manche der Prediger waren vom Soldatensieber ergriffen worden, verließen ihre bedrängten und wehrlosen Herden und eilten zu den Waffen, um das Land verteidigen zu helfen. Einige traten als Kapläne ins Heer ein, und andere vertauschten das Schwert des Geistes mit fleischlichen Waffen. Den ältesten Sohn des Patriarchen Mühlenberg, Johann Peter Gabriel, der in Virginien lutherische und bischöfliche Gemeinden bediente, hatte die so allgemeine politische und patriotische Bewegung derart ergriffen, daß er seinen Gemeinden mitteilte, er würde seine Abschiedspredigt halten. Eine Menge Leute war zusammengeströmt. Am Schlusse des Gottesdienstes rief er aus: „Es gibt eine Zeit für Krieg und eine Zeit für Frieden, und jetzt ist die Zeit zu kämpfen!“ Damit legte er seinen Chorrock ab und stand in der Uniform eines Obristen vor seiner Gemeinde. Am folgenden Tag zog er in den Krieg.“

(3. u. A.)

Poverty of Heathen Languages. — Missionaries in all parts of the world have met with grave difficulties in attempting to render the truths of the Bible and of salvation through the sacrifice of Christ into the languages of heathendom. In many cases their very speech had to be born and fashioned anew before heathen hearts could be Christianized. In the native tongue of Rhodesia, South Africa, the translators found no equivalent for “holy” — no term to express moral purity. The Ibo language of Southern Nigeria, spoken by three million blacks, makes the same word do duty for “right” and “might,” and has no word for “conscience.” There is no equivalent for the word “home” in Telugu or in any other of the 140 languages of India. — *Lutheran Standard*.

Literarisches.

Synodalbericht des California- und Nevada-Distrikts der Ev.-Luth. Synode von Missouri, Ohio und andern Staaten. Concordia Publishing House, St. Louis, Mo. Preis: 20 Cts.

Das Thema der Lehrverhandlungen: „Das hochpriesterliche Gebet Jesu und seine Anwendung auf unsere kirchliche Arbeit“ wird von folgenden drei Gesichtspunkten aus erklärt: 1. Dies Gebet Jesu lehrt uns, daß bei dem Trachten nach dem ewigen Leben alles auf die rechte Erkenntnis ankommt. 2. Es erteilt uns Anweisung, wie die zur seligmachenden Erkenntnis Geführten vor dem Argen bewahrt und in der Wahrheit befestigt werden sollen. 3. Es zeigt uns, wie die auserwählten Gotteskinder in der Einigkeit bleiben und der seligen Vollenendung warten sollen.

Synodalbericht des Süd-Illinois-Distrikts der Ev.-Luth. Synode von Missouri, Ohio und andern Staaten. Concordia Publishing House, St. Louis, Mo. Preis: 30 Cts.

Prof. Streckfuß behandelt das Thema „Von den guten Werken“ und beantwortet nach der Schrift sechs Fragen: 1. Sind gute Werke zu tun? 2. Welches sind die guten Werke? 3. Sind die guten Werke der Wiederbornen vollkommen? 4. Können auch die Unwiederbornen gute Werke tun? 5. Sind die guten Werke nötig zur Seligkeit? 6. Werden die guten Werke von Gott belohnt?

Altes und Neues.

Inland.

Die Connecticut Valley-Lehrerkonferenz versammelte sich am 28. Mai in Danbury, Conn. Der Vormittag war den praktischen Arbeiten gewidmet. Folgende Arbeiten wurden mit den Schulkindern Lehrer Krügers vorgenommen: „Die biblische Geschichte über Abrahams Glaube“: E. Klopp. „A Geography Lesson: The Early Settlements of Connecticut“: R. Kaufmann. „Reading Lesson, The Village Blacksmith“: A. Groß. In der Nachmittags-sitzung wurden diese Arbeiten besprochen und mit Dank angenommen. Darauf verlas Lehrer Drehler seine Arbeit: „Die Vorbereitung für den folgenden Tag.“ In dieser Arbeit zeigte der Referent, wie wichtig es ist, daß ein Lehrer sich auf jede Lektion vorbereitet. E. Rabe then presented a paper: „Common Errors of the Schoolroom,“ in which he drew attention to three principal causes of such errors: a) slang, b) direct translation from the German, c) the environments. He also stated that the only path to correctness is drill in correct forms and the good example of the teacher. Beide Arbeiten wurden nach Verlesung des längeren besprochen und mit Dank angenommen. Zu Beamten für das Jahr wurden erwählt: Lehrer Drehler, Vorsitz; Lehrer Groß, Sekretär. Die nächste Konferenz soll, will's Gott, in Bristol am 21. Januar 1921 abgehalten werden. (B. u. A.)

„Das Seminar in Waverly“, schreibt das iowasche Kirchenblatt, „schloß am 10. Juni ein gesegnetes Schuljahr. 241 Schüler und Schülerinnen besuchten im verfloffenen Jahr die Anstalt. Trotzdem Grippe und Masern zeitweilig eine ganze Anzahl der jungen Leute aus Krankenzimmer fesselten, sind wir doch vor ernststen Zufällen verschont geblieben. Mitten im Winter konnten unsere Knaben in ihr neues Heim übersiedeln. Kurz vor Schluß konnte auch noch die neue Turnhalle geweiht und in Brauch genommen werden, die uns endlich auch den so nötigen Raum bietet für Versammlungen aller Studenten. Im ganzen sind 30 Schüler in den verschiedenen Abteilungen fertig geworden. Sechs Lehrerinnen machten ihr Examen. Drei Profeminaristen absolvierten ihr drittes Jahr. In der Akademie graduierten sieben, im Geschäftskursus acht, und sechs absolvierten den Shorthand und Typewriting-Kursus.“

M. L.

Das norwegische Lutheran Ladies' Seminary zu Red Wing, Minn., wurde in der Frühe des 8. Juni ein Raub der Flammen. Es war der Tag, an dem die Schlußfeier stattfinden sollte. Die 200 Studentinnen haben dadurch ihre Bücher und sonstige Habe verloren. Die Anstalt beklagt den Verlust von 33 Klavieren und der \$10,000-Pfeifenorgel. Nur zwei Klaviere konnten gerettet werden. Der Gesamtverlust beläuft sich auf \$250,000 und ist nur durch \$100,000 Versicherung teilweise gedeckt. Der Ursprung des Feuers konnte nicht ermittelt werden.

M. L.

Large Class. — St. Olaf College, Norwegian Lutheran, graduated a class of one hundred and nine with the degree of Bachelor of Arts, and twenty were given diplomas in music. — *Lutheran Standard*.

Die Augustana-Synode beschloß im Juni, daß für das Augustana-College in Red Island, Ill., vier neue Gebäude im Betrage von \$150,000 errichtet werden sollen, und zwar, wie es im Bericht heißt, „a new seminary building, a science hall, a men's dormitory, and a women's dormitory“.

M. L.

Ratings of Public Schools. — The following article appeared in the *New York American* of May 24, 1920, and was sent us for the SCHULBLATT by one of our teachers: „Montana has the best all-around public school system in the United States, according to the results of a comparative study of State school systems made public yesterday by the Russell Sage Foundation. Second place is given California, third place to Arizona, fourth to New Jersey, and fifth to the State of Washington. New York stands thirteenth. The efficiency of New York schools is given as 59.4 per cent. These findings are contained in a report by the Department of Education. The author is Dr. Leonard P. Ayres. Other findings are that the school system of the United States, as a whole, has doubled in efficiency during the last fifty years, having a rating of 26 in 1870, and of 52 at present. These ratings are established on the basis of 100. The figures for the individual States show that during the past thirty years the West has been coming up educationally, while the East has been going down. In the East the only State that has gained instead of losing is New Jersey. In the West the State that has the best and most consistently high record is California. Hawaii is reported better off than the majority of the American States. Ten Southern States have records poorer than that of Porto Rico. The Foundation states that all the results are computed from data furnished by the States themselves to the Federal Government. There are now

100 times as many pupils enrolled in high schools as there were in 1870. The number then was 19,000, and now is nearly 2,000,000. In the matter of teachers' salaries the States show most diversified practises. The lowest average salary is \$25 per month, in North Carolina, while the highest is \$88, in California, both being based on a year of twelve months." M. L.

Ausland.

Unsere Lehranstalt in Porto Alegre. über die Eröffnung des neuen Schuljahres dieser Anstalt berichtet das dortige „Kirchenblatt“: „Am 18. Februar fand in gewohnter Weise in unserm Konfordia-Seminar die Eröffnung des Studienjahres 1920 statt. Außer der Fakultät und Studentenschaft war auch Herr Präses Müller zugegen. Die Zöglinge hatten sich vollständig eingestellt und sogar Zuwachs mitgebracht. Mit 24 Schülern und Seminaristen konnten wir das neue Jahr beginnen. Gott segne Lehrer wie Schüler!“ M. L.

Deutscher Unterricht in Brasilien wieder gestattet. Das „Ev.-Luth. Kirchenblatt für Südamerika“ bringt in der Nummer vom 15. März dieses Jahres die erfreuliche Nachricht, daß die Staatsregierung endgültig alle den deutschen Privatschulen infolge des Kriegszustandes auferlegten Beschränkungen hat fallen gelassen. Der Zustand voller Bewegungsfreiheit für die Privatschulen ist in dem Umfang wiederhergestellt, wie er vor dem Kriege bestand. Somit kann der Religionsunterricht wieder in der deutschen Sprache, die die dortigen Kolonistenkinder am besten verstehen, erteilt werden. Die deutsche Predigt, die auch während des Krieges unterjagt war, war schon längst wieder zugelassen. M. L.

Als ein „Stimmungsbild aus einem sächsischen Lehrerseminar“ berichtete die „Sächs. Ev. Korrespondenz“ im Februar folgenden Vorfall: „Der Direktor [des Lehrerseminars einer Großstadt] pflegte jedes Jahr die Abiturienten in einer besonderen Versammlung durch eine Ansprache auf Grund eines Bibelwortes zu verabschieden. Als nun in diesem Jahre der Tag der Abschiedsversammlung herannahte, ließen seine Abiturienten bei ihm anfragen, ob er wiederum die Absicht habe, seiner Ansprache ein Bibelwort zugrunde zu legen. In diesem Falle würden sie nicht zu derselben erscheinen. Als der Direktor bei seinem Vorhaben beharrte, blieben tatsächlich die Abiturienten der Abschiedsversammlung fern und kamen erst nach derselben, um ihre Zeugnisse in Empfang zu nehmen.“ Dieser Bericht ist, obwohl er in mehrere Tageszeitungen übergegangen ist, bisher un widersprochen geblieben. — Daß aber nicht nur Seminaristen, sondern auch im Amt stehende Lehrer der Bibel feind sind, tritt mehr und mehr im Unterricht zutage, seitdem sie sich keinerlei Zwang mehr auferlegen müssen. So erzählte eine Schülerin in D. ihrer Mutter, daß ihr Lehrer nach Erzählung der Geschichte von der Hochzeit zu Kana gesagt habe: „Das ist Mumpitz, das braucht ihr nicht zu glauben; denn aus Wasser wird niemals Wein.“ Und ein anderes Schulkind sagte zu seiner Mutter: „Das ist aber nicht schön, was uns der Lehrer heute vom Pastor erzählt hat.“ „Was denn?“ „Nun, er hat erzählt, daß einer im Busch gelegen hat, den böse Leute halbtot geschlagen hatten. Und da ist der Pastor vorbeigekommen und hat ihm nicht geholfen; ein Arbeiter, der hinterherkam, hat ihm aber noch geholfen.“ Dieser letztere Fall ist besonders bezeichnend, weil die Lehrer sich gerade rühmen, daß sie

Geschichten wie die vom barmherzigen Samariter beibehalten. Man sieht aber, was unter ihren Händen daraus wird. — Wahrlich, es ist eine schwere Verantwortung, die Eltern auf sich laden, wenn sie ihre Kinder solchen Lehrern überantworten. Den Lehrern aber, die Gottes Wort so betrachten oder mißbrauchen, gelten die Worte: „Du verwirfst Gottes Wort, darum will ich dich auch verwerfen.“ Und: „Wer ärgert dieser Geringsten einen, die an mich glauben, dem wäre besser, daß ein Mühlstein an seinen Hals gehängt und er ersäuft würde im Meer, da es am tiefsten ist.“

(Freikirche.)

Deutschlands Studentenheer. An den 23 Universitäten des Deutschen Reichs sind zurzeit 91,000 Studierende eingeschrieben, und an den 11 technischen Hochschulen beläuft sich die Besucherzahl auf 16,000. Hierzu kommen noch die Studierenden der landwirtschaftlichen, der tierärztlichen und Handelshochschulen, der Hygien, Akademien usw. mit etwa 10,000, so daß Deutschland heute ein Studentenheer von fast 120,000 Männern und Frauen hat. Auf letztere mögen etwa 10,000 entfallen. Von den Studierenden ist ein Teil in den abgetretenen Gebieten beheimatet, und etwa ein Sechstel ist noch nicht aus dem Kriegsdienst (Gefangenschaft, Lazarett, Krankheit) zurückgekehrt. Wenn man berücksichtigt, daß schon vor dem Krieg bei einer weit geringeren Studentenzahl (55,000 deutsche Universitätsstudenten, etwa 10,000 Techniker), aber einem größeren Reichsgebiet und einem weit höheren Bedürfnis an gelehrten Kräften, eine Überfüllung fast aller gelehrten Verufe drohte, so erhellt deutlich, was diese nüchternen Zahlen der unerbittlichen Statistik für die Zukunft der demnächst die Hochschulen in Scharen verlassenden jungen Akademiker bedeuten. — Die Verteilung der heutigen Besucher der deutschen Hochschulen auf die einzelnen Studienfächer ist noch nicht nachzuweisen, da hierüber die Veröffentlichungen der deutschen Hochschulen versagen. Zweifellos ist, daß das Studium der Medizin ganz außerordentlichen Zulauf hat, ebenso stark und vielleicht verhältnismäßig noch größer ist der Zubrang zur Zahnheilkunde. Stark besetzt sind auch Rechtswissenschaften, die Naturwissenschaften, Maschinenbau, Elektrotechnik, Landwirtschaft und Tierheilkunde. Es wird noch einige Zeit dauern, bis hierüber zuverlässige Zahlen mitgeteilt werden können. (Amerika.)

Die Folgen der Hungerblockade. Die Zahl der Schulkinder in Preußen wird nach einer Berechnung des statistischen Landesamts in absehbarer Zeit einen Rückgang von fast 20 Prozent aufweisen, der sich voraussichtlich noch auf über 25 Prozent in den nächsten fünf Jahren steigern wird. Bei dieser Berechnung sind die in Verlust geratenen Provinzen bereits in Abzug gebracht, so daß sich also der Gesamtverlust an Volkskraft um so erschreckender darstellt. Die außerordentliche Abnahme der Zahl der Schulkinder ist eine Folge der Hungerblockade. (Amerika.)

RECEIVED FOR THE NEW CHAPEL ORGAN.

Interest, December 1, 1919, to June 1, 1920	\$16.36
From the Saengerbund of Sheboygan Co., Wis....	20.00
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Previously reported	\$ 36.36
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Total	\$859.90

ALB. H. MILLER, Treasurer.